2013-14 State Results

Learning that works for Nevada
CTE™

Early Childhood Education

138 Participants

	Min	Max	Mean
Score	53	93	75.19
Time	00:20:54	01:00:00	00:39:25
Items Answered	98	100	99.91

Range	Count
0-10%	0
11-20%	0
21-30%	0
31-40%	0
41-50%	0
51-60%	13
61-70%	25
71-80%	56
81-90%	42
91-100%	2
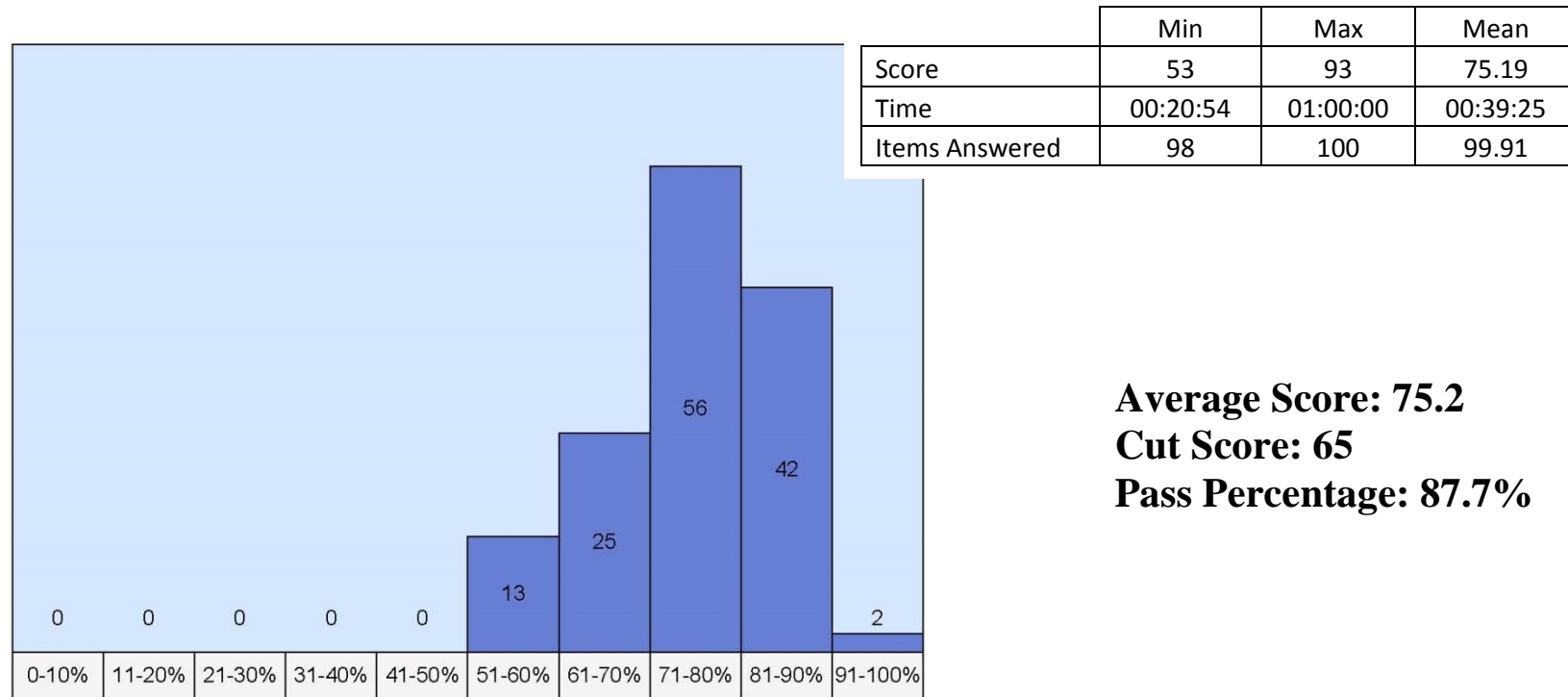
Average Score: 75.2
Cut Score: 65
Pass Percentage: 87.7%

Nevada Department of Education
Office of Career, Technical and Adult Education

1) Content Standard 1.0 Career Exploration and Professional Practices	62.85%
1) Performance Standard 1.1 : Explore Postsecondary Options	53.26%
1) 1.1.1 Analyze career paths and opportunities for employment in early childhood education and related services.	37.68%
3) 1.1.3 Explain the roles and functions of individuals engaged in early childhood, education, and services.	68.84%
3) Performance Standard 1.3 : Adhere To Ethical Standards and Professional Guidelines	61.41%
1) 1.3.1 Maintain confidentiality and impartiality.	64.49%
2) 1.3.2 Integrate the NAEYC Code of Ethical Conduct for Early Care and Education into practice.	13.04%
3) 1.3.3 Analyze ethical dilemmas and determine appropriate courses of action.	84.06%
4) Performance Standard 1.4 : Engage in Continuous, Collaborative Learning to Inform Practice	71.74%
1) 1.4.1 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.	73.19%
3) 1.4.3 Foster effective relationships within collaborative teams.	70.29%
5) Performance Standard 1.5 : Integrate Knowledge, Reflection, and Critical Analysis Regarding Early Education Practices	47.83%
1) 1.5.1 Develop personal goals based on reflections of current practice with young children, families, and peers.	41.30%
2) 1.5.2 Investigate and work toward professional certification.	54.35%
6) Performance Standard 1.6 : Engage in Informed Advocacy for Children and the Profession	70.29%
2) 1.6.2 Summarize how local, state, and national legislation and public policy affect children, families, programs, and the early childhood professions.	69.81%
3) 1.6.3 Discuss the significance of the early years and the value of quality early childhood education programs for the community.	71.01%
2) Content Standard 2.0 Promoting Child Development and Learning	76.01%
1) Performance Standard 2.1 : Describe the Characteristics and Needs of Young Children	72.92%
1) 2.1.1 Explain developmental domains: cognitive, physical, language, social-emotional, and creative development.	76.72%
2) 2.1.2 Explain factors that impact childrens ability to meet their biological developmental milestones (e.g., prematurity, gender, prenatal exposure to alcohol and drugs, maternal infections, and low birth weight).	93.48%
3) 2.1.3 Explain factors that impact childrens ability to meet their environmental developmental milestones (e.g., nutrition, prenatal care, maternal depression, poverty, lead exposure, parental substance abuse, child abuse and neglect, and mothers level of education).	63.77%
5) 2.1.5 Set goals for individual children based on their developmental level.	91.67%
6) 2.1.6 Articulate possible limitations and adaptations for children with diverse abilities.	82.61%
7) 2.1.7 Apply knowledge of developmental theories (e.g. Piaget, Erikson, Gardner, Maslow, and Vygotsky) to meet childrens individual needs in the group setting.	43.24%
2) Performance Standard 2.2 : Examine Multiple Influences on Development and Learning	89.31%
2) 2.2.2 Provide materials and activities that affirm and respect cultural, ethnic, and linguistic diversity.	96.01%
3) 2.2.3 Distinguish outside factors, including family dynamics, which may affect childrens behavior, health, and welfare.	82.61%
3) Performance Standard 2.3 : Create Healthy, Respectful, Supportive, and Challenging Learning Environments	75.54%
1) 2.3.1 Differentiate developmental differences and unique characteristics of children.	81.16%
2) 2.3.2 Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-control.	65.40%
3) 2.3.3 Plan experiences that address the needs of young children to promote growth and development within the developmental domains.	90.22%
3) Content Standard 3.0 Building Family and Community Relationships	76.09%
1) Performance Standard 3.1 : Recognize Family and Community Characteristics	80.19%
1) 3.1.1 Recognize that diversity exists in language, culture, socio-economic level, special needs, faith traditions, family structure, and individual differences.	74.64%

2) 3.1.2 Identify family expectations for the child.	91.30%
2) Performance Standard 3.2 : Support and Empower Families and Communities Through Respectful, Reciprocal Relationships	86.41%
1) 3.2.1 Build partnerships with families through frequent, effective communication about their childs experiences and development.	68.12%
3) 3.2.3 Plan an opportunity for family support and participation.	93.84%
4) 3.2.4 Simulate parent conferences to collaborate with families to resolve problems and issues.	89.86%
3) Performance Standard 3.3 : Involve Families and Communities in Childrens Development and Learning	62.68%
1) 3.3.1 Explore how families attitudes influence childrens abilities and interest in learning.	63.04%
2) 3.3.2 Invite family members to play an active role in their childs education.	61.59%
4) Content Standard 4.0 Observation, Documentation, and Assessment	69.98%
1) Performance Standard 4.1 : Evaluate the Goals, Benefits, and Uses of Assessment	67.57%
1) 4.1.1 Explain the process of observation, documentation, and assessment for children.	64.01%
4) 4.1.4 Recognize that findings in child observation, documentation, and assessment assist in planning classroom curriculum.	78.26%
2) Performance Standard 4.2 : Practice Responsible Observation, Documentation, and Assessment	94.93%
5) 4.2.5 Maintain confidentiality between the program and the childs family.	94.93%
3) Performance Standard 4.3 : Support Partnerships with Families and Other Professionals	62.32%
1) 4.3.1 Seek guidance and support from other professionals as needed in documentation of observation and assessment.	34.78%
3) 4.3.3 Simulate communicating observation and assessment results to families in a clear and supportive manner.	89.86%
5) Content Standard 5.0 Teaching and Learning	79.86%
1) Performance Standard 5.1 : Utilize Positive Relationships and Supportive Interactions as the Foundation for Working with Young Children	75.85%
2) 5.1.2 Create a supportive learning environment that promotes positive interaction and behaviors and minimizes risk of early childhood mental health issues.	52.17%
3) 5.1.3 Interact positively with children in ways that are responsive, consistent, encouraging, and nurturing.	87.68%
2) Performance Standard 5.2 : Formulate Effective Approaches, Strategies, and Tools for Early Education	79.28%
1) 5.2.1 Engage in everyday conversations with children to promote their positive self-concept.	85.51%
2) 5.2.2 Use strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions.	75.36%
3) 5.2.3 Assist children in separating from family and integrating into the classroom.	83.70%
4) 5.2.4 Monitor and support childrens engagement in routines, activities, and social interactions.	68.12%
3) Performance Standard 5.3 : Interpret Central Concepts, Inquiry Tools, and Structures of Content Areas or Academic Disciplines	81.88%
2) 5.3.2 Develop curriculum using State of Nevada-approved content standards (i.e. Nevada Early Learning Guidelines, Nevada Pre-K Standards, and Nevada K-12 Standards).	81.88%
4) Performance Standard 5.4 : Integrate Resources to Design, Implement, and Evaluate Meaningful, Challenging Curriculum to Promote Positive Outcomes	80.84%
1) 5.4.1 Establish activities, routines, and transitions.	74.64%
2) 5.4.2 Observe children to make modifications and adaptations to support growth.	78.26%
3) 5.4.3 Select appropriate materials, activities, learning centers, and strategies in an integrated curriculum that includes language and early literacy, math, science, social studies, health, safety, nutrition, art, music, drama, and physical activity.	84.42%
4) 5.4.4 Provide an interesting and secure environment that encourages play, exploration, and learning while using space, relationships, materials, and routines as resources.	77.54%
5) 5.4.5 Ensure that the environment facilitates learning for all children in each developmental domain: cognitive, physical, language, creative, and social-emotional.	97.83%

6) Content Standard 6.0 Health, Nutrition, and Safety	80.21%
1) Performance Standard 6.1 : Practice Sound Health Promotion and Nutrition Practices	80.14%
1) 6.1.1 Maintain a sanitary environment by following appropriate policies and procedures.	80.92%
2) 6.1.2 Recognize signs and symptoms of common childhood diseases.	92.75%
3) 6.1.3 Model and promote good health practices (e.g. washing hands, brushing teeth, covering mouth and nose when coughing or sneezing).	76.09%
4) 6.1.4 Plan safe and healthy meals and snacks based on current nutrition guidelines.	73.55%
5) 6.1.5 Implement current policies and procedures related to food, nutrition, physical activity, and maintaining a healthy weight.	75.00%
2) Performance Standard 6.2 : Implement a Broad Array of Safety Measures	80.27%
1) 6.2.1 Recognize signs and symptoms of child abuse and neglect and follow mandated reporting laws.	81.88%
4) 6.2.4 Teach simple safety precautions and rules to children and implement them consistently.	90.58%
5) 6.2.5 Evaluate materials, furniture, and equipment for assurance of a safe environment.	70.65%
6) 6.2.6 Practice emergency, safety, and security procedures.	79.53%